**Chapter 1**

The idea of Multiple Intelligences (MI) is an idea I have been interested in since learning about it in Psychology classes. The importance of understanding these MI’s will be essential to understanding my future students. Each of the eight intelligences covers a different area of focus and expertise. This theory developed from the “right brain/left brain” model of learning that became popular in the 1970’s. I find it interesting how certain intelligences have developed and become more important as society has developed. For example, we do not rely as much on our naturalist and bodily-kinesthetic intelligences as much in current society as they might have been used in history.

I found it interesting there were some theories that intelligences worked in isolation from each other. This means that a person could only be successful in one area of intelligence, as opposed to being able to be successful in all eight intelligences or any combination of the eight. However, there have been more recent ideas to support the cooperation between multiple intelligences. Every person is born with the potential to succeed in any of the eight intelligences. Armstrong writes, “everyone has the capacity to develop al eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction” (15). Because the multiple intelligences cover a wide range of variables, there are several ways that a person can be successful in all eight of the intelligences. Understanding that everyone has the opportunity has the potential to develop in each of the intelligences will help me to better understand and foster the learning of my future students.

**Chapter 2**

In order to understand the multiple intelligences of my future students I will need to understand my own success in the eight areas of intelligence. I liked this chapter because it discussed the validity of standardized tests, and it also discussed what these tests might actually measure. In reality, these standardized tests only measure a small section of the broad spectrum of intelligence. For a teacher, standardized tests can expose areas in which the teacher may need to develop his/her students based on the results.

In order to include multiple intelligences in the classroom there are several methods that might be used to include aspects of intelligence that might not otherwise be included in a traditional classroom setting. One method of doing this is by using the expertise of colleagues. A teacher might be able to reach outside his/her content area to other teachers and may be able to use their advice in including multiple intelligences in the classroom. Another way of doing this is by asking for student input. While I am often skeptical about using too much student input in a classroom setting, I have developed a newly found sense of the importance of the comfort of the students inside a classroom. In order to successfully include the multiple intelligences, it is essential for me to have a good understanding of my own intelligences. I should be able to recognize when I need advice from others, and when I may have enough intelligence to adapt to a new situation involving the intelligences of my future students.

**Chapter 3**

The theme of multiple intelligences remains constant through all the years of schooling. It is important as a teacher to not shelter and limit students in any areas that they may succeed, whether that be in your specific content area of not. It is vitally important to constantly assess the abilities of students in multiple areas by constantly assessing all of the multiple intelligences. In the beginning of a class, teachers should keep a notebook or journal to keep track of areas where students might excel, or where they might lack some development. A good way to keep track of these intelligences is to collect documents from students. These can include photos, sketches, schoolwork, and video or audio samples. This can help show a teacher any sort of intelligences that might be evident outside of the classroom environment. Another way to do this is by looking as school records of students. Although grades do not ultimately determine ones abilities in any certain area, they might be able to show some weak points or strong points in the academic life of any student. Conversations will also be key to understanding the multiple intelligences of your students. Talking with other teachers might provide insight into strengths or weaknesses students might express in other content or subject areas. Also, talking with parents will allow the teacher to understand the strengths or weaknesses of students in their lives outside of school. Most importantly, talking with the students themselves will help you to understand them better, and will help to foster positive relationships.

**Chapter 4**

It is important for students to understand the idea of multiple intelligences. Often times, students will draw back if they feel they are inferior in any subject in school. It is important for students to understand where they fall in terms of multiple intelligences so they are able to make adjustments in order to reach their highest level of success. There are several ways that a teacher can discover the multiple intelligences of all his/her students. One way to do this is to have a career day. This will allow students to express their interests and passions, and will allow the teacher to observe all of the students at one time. Another way to do this is to take students on field trips. This will expose students to different environments, and will allow them to experience something new to help them find their desired area of intelligence. Having the students write biographies is a way to get the opinions of the students, and will also give them time to work on their writing. There are several activities that can be done to help students uncover what it is they hope to get out of school, and what it is that they feel they are best at. Giving the students this opportunity will create a level of respect, and will show the students that you take an interest in them as individuals. As a future teacher, I will make sure to do a number of these activities in the beginning of the term in order to make my students feel comfortable in my classroom.

**Chapter 10**

It is extremely difficult to successfully assess all students. One single test does not do justice to take into account the abilities and knowledge of students in all areas. In order to successfully test students, there must be a dramatic change in the methods we use to test students. The writer says, “MI theory proposes a fundamental restructuring of the way in which educators assess their students’ learning progress” (130). Although it may be difficult, it is important to focus on a student’s progress. There are several ways to keep track of student’s individual progress throughout the course of a year, or even a short period of time such as a unit. Some ideas for keeping track of this progress include, charts, folders, and portfolios. Not only is it important for the teacher to keep track of progress, but it is also important for the students to understand how his/her ability has progressed throughout the learning process. Fostering strong relationships will also help to foster the growth of learning during the process. The author suggests doing interviews with students throughout the learning process. Meeting with students throughout the process to discuss progress will not only help you to understand their thoughts and feelings about their progress, but it will also help them to understand the expectations and processes they will need to go through to be successful.